

DOCUMENT RESUME

ED 341 623

SO 021 900

TITLE Workshop on Teaching Canada for K-12 Teachers.
INSTITUTION University of Southern California, Los Angeles.
Center for Public Education in International
Affairs.
SPONS AGENCY Canadian Dept. of External Affairs, Ottawa
(Ontario).; Southern California Consortium on
International Studies, Los Angeles.
PUB DATE 23 Mar 90
NOTE 36p.; Presented at the Annual Conference of the
Comparative and International Education Society
(Anaheim, CA, March 23, 1990).
PUB TYPE Guides - Classroom Use - Teaching Guides (For
Teacher) (052) -- Speeches/Conference Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Area Studies; Educational Resources; Elementary
Secondary Education; Foreign Countries;
*International Education; *Learning Activities;
Multicultural Education; Social Studies; *Teaching
Methods
IDENTIFIERS *Canada; *Canadian Studies

ABSTRACT

These materials were designed for K-12 teachers interested in including Canada in the curriculum. The materials were developed to provide students with a basic level of familiarity about Canadian politics, history, culture, economic conditions, and relationship to the United States. Two classroom activities are provided for the elementary level and two for the secondary level. A list of books about Canada for children, selected activity and reference books on Canada, an information organization list, and a list of associations concerned with Canadian studies are included. A glossary of terms also is provided. (DB)

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Annual Conference of the
Comparative and International Education Society

Inn at the Park Hotel
1855 South Harbor Boulevard
Anaheim, California

March 23, 1990

Global Education Panel

WORKSHOP ON TEACHING CANADA FOR K-12 TEACHERS



Chairpersons:

Thomas Mitchell and Corinne Carlson
Center for Public Education in International Affairs
University of Southern California

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This workshop has been made possible by grants from the Canadian
Department of External Affairs and the Southern California Con-
sortium on International Studies (SOCCIS).

SOCCIS 900

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Overview And Objectives

Overview

The enclosed materials are meant to serve primarily as an introduction to the study of Canada. We encourage you to supplement the readings and activities in this packet with further research. The resource section will serve as a guide to obtaining additional materials and information. We do not recommend the use of this packet as a self-contained unit on Canada. While using this packet, you are encouraged to:

- 1) Personalize wherever possible:
 - How close are you to the Canadian border?
 - Are any of your students of Canadian origin or descent?
 - Is there a Canadian consulate or a Canadian-American friendship association in your community?
 - How did your students' Congressman and Senator feel about the Free Trade Agreement?
 - Are your students familiar with any issues of contention between Canada and the United States, such as acid rain?
 - Can your students identify any prominent Canadians in the arts or in politics?
- 2) Encourage involvement on the part of your students:
 - Find a pen pal in Canada.
 - Read a book by a Canadian author.
 - Visit a Canadian consulate in your area.
 - Write an article for the school newspaper.
 - Write to local or national politicians asking for their views on some of the issues in this packet.
- 3) Encourage students to be creative in their choice of projects.

Objectives

The materials in this packet are designed to:

- 1) Inform students about basic political and economic conditions in Canada.
- 2) Familiarize students with the basic vocabulary of Canadian politics, history, and culture.
- 3) Increase student awareness of Canadian perspectives on different international issues.
- 4) Underline the similarities and differences between Canada and the United States with respect to politics, history, and culture.
- 5) Explore areas of cooperation and of conflict between Canada and the United States.

Classroom Activities

TITLE: Folktales of Canada

INTRODUCTION: Teachers can introduce students to the culture of a country through a variety of ways, depending on the age and interests of their students. One way, beginning with even the youngest child and continuing through high school, is to begin with the folktale. Folktales present a wealth of information about countries, peoples, ways of life, religion, etc. In addition, these stories can be a starting point to introduce other literature and to enrich the social studies curriculum.

CONCEPTUAL OBJECTIVES: Students will identify aspects of beliefs, institutions, language, and ways of life that link Canada and themselves with people in other parts of the world. Both similarities and differences will be examined.

Skills to be demonstrated include:

- locating, recording, and using information
- critical and analytical thinking
- oral and written expression
- creative and abstract thinking
- synthesis of information

GRADE LEVEL: Grades 4-12

TIME: 1 to 3 class periods

MATERIALS: - Diverse folktales from Canada.
- Markers
- Butcher paper
- Handout A

PROCEDURE: This lesson assumes the following prerequisite knowledge/understanding:

- * familiarity with the terms "folktale", "custom", and "culture"
- * basic geographic familiarity with Canada

1) Begin by reading a few short Canadian folktales to the class, just letting them listen. (note: When you first read the story, be sure not to show the pictures - let the students use their imagination. After the discussion and group work the pictures can be shown and the artist's conceptions examined.)

2) After each story, ask each student to draw one picture from the story.

3) Have the students show their pictures to the class or pass them around anonymously. Ask them to compare their pictures:

- In what ways are they similar? different?
- Were they influenced by something other than the story in their representations of the story? T.V.? movies? cartoons?

4) After discussing several of these stories, distribute copies of a particular Canadian folktale that you have chosen beforehand but have not yet shared with the class. Have the students read the story out-loud.

5) Distribute Handout A and have each student read through the questions and answer them individually on paper.

6) After 10 minutes, break the students into groups of 4 or 5. They are to bring Handout A with them. Distribute a sheet of butcher paper and a marker to each group. Have each group choose a "recorder" and a "spokesperson".

7) The students within each group will compare their answers from Handout A and through discussion will come to a consensus on the answers. The "recorder" will write these answers on the butcher paper for the group.

8) After 10-15 minutes, the teacher will collect the butcher paper and tape them on the walls or blackboards. The "spokesperson" from each group will in turn read their group's answers out-loud. The teacher will record all the answers on a piece of paper on the board or on the chalkboard itself, omitting all the repeated answers.

9) Discuss the results with the class:

- Were there any conflicting answers? Explain.
- Do the people/characters in this story do certain things or act in a particular way because of customs, religion, philosophy? How?
- Have you read any other folktales that might be from the same or similar culture? How were they similar? Different?
- What are some American folktales?
- What elements of this folktale could probably be found in an American folktale? What elements would not?

FOLLOW-UP PROJECTS:

* Find a folktale from Mexico (or another country of choice). Compare/contrast with a Canadian folktale and/or an American folktale in a "report" to be shared with the class using any or all of the following:

- illustrations
- maps
- charts

-role-playing

* Write your own folktale, basing it on any of the following:

- your present life
- American history
- history of your ancestors
- the present life of those living in your country of origin or that of your relatives/ancestors

* Collect Canadian folktales representing different peoples of Canada. Compare/contrast with each other and with American culture, past or present.

* Make a diorama representing a Canadian folktale.

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Univ. of Southern CA.

< FOLKTALES OF CANADA - HANDOUT A >

Instructions: After reading the Canadian folktale, fill out the following chart based on the main characters of the story.

Setting: Time		Place	
Description			
Dress:			
Class:			
Physical Features:			
Tools:			
Housing:			
Food:			
Language:			
Government:			
Work:			
Talents:			
Religion:			
Biggest Concerns:			
(what is important to them)			
Beliefs:			
Customs:			

DID YOU KNOW?

1) Canada IS bigger than a breadbox....

- * Canada is the LARGEST country in the Western Hemisphere.
- * Canada is the SECOND largest country in the world.
- * Canada is so WIDE that it covers 6 time zones from east to west.
- * Going from north to south, Canada stretches farther than the distance from New York City to Los Angeles.
- * 8 American states touch the Great Lakes across from 1 single Canadian province - Ontario - which continues eastward almost to Vermont.
- * Texas, the largest of the 48 contiguous states, would easily fit inside Quebec with enough room left over for Connecticut and Delaware.
- * 4 Great Britains could fit into British Columbia.
- * France could fit into Quebec 3 times.
- * 3 Japans could fit into Ontario (which has fewer people than Tokyo).
- * Canada's 2 northern territories are by themselves larger than West Germany, France, Great Britain, Italy, Egypt, Austria, Spain, Portugal, and all of New England and the Mid-Atlantic states put together.

2) CANADIANS invented THAT...?!!!!!

- * basketball (Dr. James Naismith)
- * standard time (Sandford Fleming)
- * telephone (Alexander Graham Bell/Scottish immigrant)
- * robot arm in the American space shuttle
- * banana split (Alfred J. Russell)
- * world's first communications satellite system
- * lacrosse (Canadian Plains Indians)
- * insulin (Dr. Frederick Banting and Charles Best)
- * ice hockey (who else?)

- * sweet McIntosh apple (John McIntosh)
- * Pabulum (Toronto's Hospital for Sick Children)
- * chocolate bar (reputedly A.D.Ganong)
- * Trivial Pursuit (Chris Haney and Scott Abbott)
- * Canada Dry and Orange Crush (until Procter and Gamble bought its American operations)

3) Canada and the U.S. share more than Wayne Gretsky.

- * Nearly 3/4 of foreign investment in Canada is from U.S. sources.
- * 2/3 of all Canadian exports go to the U.S.
- * The U.S. sells almost twice as much to Canada as to its next largest trading partner, Japan.
- * Canada and the U.S. have not fought each other in over 150 years.
- * Nearly 1/2 of Canada's manufacturing industry is owned by Americans.
- * Canada and the U.S. share the longest undefended border in the world.
- * Over 70 million people cross between Canada and the U.S. every year. This is 3 times the population of Canada.

4) Canada is world-class...

- * Canada is the world's largest exporter of wood pulp and wood.
- * Canada is one of the leading countries in the world for the mining of gold, uranium, iron ore, copper, silver, asbestos, nickel and zinc.
- * Canada is SECOND in the world for both the production and consumption of electrical energy.
- * Canada is SECOND in the world for its graduate population.
- * Canada is SECOND in the world for its number of civil aircraft.

- * Canada exports 80% of its wheat production, which accounts for 20% of the world's wheat exports.
- * The Queen of England is the official head-of-state of Canada.

5) A Canadian is a Canadian is a Canadian...

- * In Quebec, French is spoken by 80% of the people.
- * Toronto is home to 1 out of 8 Canadians.
- * 2/3 of Canada's population lives within 100 miles of the U.S. border.
- * 50% of Canada's population lives in the southeast near the Great Lakes and the St. Lawrence river.
- * There are over 360,000 "status Indians" living in Canada (those registered under the Federal Indian Act), most of whom belong to one of the 592 Indian bands.
- * There are over 1 million non-registered Indians and Metis (of mixed native Indian and non-Indian ancestry) living in Canada.
- * "Eskimos" are really the Inuit people, thought to have crossed from Asia via the Bering Sea several thousand years before the arrival of Europeans in North America.
- * Approximately 80% of the Native peoples of Canada live in Ontario and the 4 Western provinces.
- * There are 28,000 Inuit living in Canada - the majority living in the Northwest Territories, Arctic Quebec, and Labrador.
- * The 360,000 Indians live mostly in 2250 reserves covering 6.4 million acres and speak 60 different languages.
- * Nearly 1/5 of Canadian workers are in manufacturing.
- * 3/4 of the 25 million Canadians live in urban areas.
- * The federal government of Canada spends over 135 million dollars a year investigating reports of people lost or in trouble in planes and boats.

6) Canadians are QUITE resource-ful!

- * Quebec is home to the oldest mountains in North

America - the Laurentians.

- * Canada has more lakes than any other country in the world.
- * The country's highest peak, Mt. Logan, is in the Yukon and reaches 5,951 meters (19,524 ft.)
- * The forests of Canada cover more than 1/2 of its total land area.
- * Despite the importance of agriculture, only about 1 Canadian in 80 is a farmer. The average farm size is 225 hectares (555 acres).
- * Wheat and other grain crop cover 3/4 of the arable land in Canada.
- * 1 job in every 10 in Canada depends on wood.
- * Alberta produces 90% of the country's oil output and nearly 1/2 of the coal.
- * For a few weeks every summer in the far north of Canada, the sun never sets at all.
- * In the Arctic region of Canada, in the summer, temperatures sometimes reach 80 F (27 C).
- * The St. Lawrence river is closed to traffic for 3 and 4 months a year.

SO WHY IN THE WORLD LEARN ABOUT CANADA...EH??????????????????

-compiled by Corinne Carlson
for the Center for Public
Education in Int'l Affairs,
Univ. of S. California

How Much Do You Know About Canada? A Pre-test

Part A

1. Which is larger geographically, Canada or the United States?

2. Canada has _____ provinces. Can you name four?

3. Canada has two official languages, English and French. In which province do most French-speaking Canadians live?

4. _____ is Canada's capital. Is it also Canada's largest city? _____ If not, what city is? _____

5. Did Canada become an independent country before or after the United States? _____ In what year? _____

6. Canada's parliamentary institutions are modelled after those of what colonial power? _____

7. The head of government in Canada is not called the president, but the _____. Can you name the current one?

_____ Can you name a previous one? _____

8. In 1958, the United States and Canada created an organization for the defence of the continent. What was it called?

9. Can you name an international organization or association which Canada belongs to, but which the United States does not?

10. Canada and the United States recently signed an important agreement dealing with economic matters. Can you name it?

11. Is Canada the United States' single largest trading partner?

12. What is Canada's currency? _____

Part B

What things come to mind when you think about Canada? Do you think these are accurate images or conceptions of Canada? Why or why not?

Part C

How would you characterize the relationship between Canada and the United States? Give reasons for your answer. Do you think your Canadian peers would respond in the same manner?

Answer Key: Part A

1. Canada.
2. 10. British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec, New Brunswick, Nova Scotia, Prince Edward Island, Newfoundland.
3. Quebec.
4. Ottawa. No. Toronto.
5. No. 1867.
6. Britain.
7. Prime Minister. Brian Mulroney. Many possibilities: Pierre Trudeau, Lester Pearson, John A. Macdonald, John Diefenbaker, Mackenzie King.
8. NORAD.
9. The British Commonwealth.
10. The Free Trade Agreement.
11. Yes.
12. The Canadian dollar.

Introduction

This activity will explore the complexity of the problem of acid rain. Although acid rain is usually considered an essentially environmental issue, any solution to the acid rain problem will necessarily have economic and political implications. Specifically, acid rain is a transboundary problem in Canadian-U.S. relations; pollution from U.S. industries causes acid rain in Canadian territory while Canadian industry causes acid rain in the United States. Obviously, coping with the detrimental effects of acid rain will require cooperation between the two countries. The challenge lies in reconciling the variety of business and environmental interests within and between the United States and Canada without curtailing the sovereignty/independence of either nation.

Conceptual Objective

This exercise seeks to develop students' critical and analytic thinking skills. In particular, students will be asked to assume a role, to research this role, and to argue this role's position in an in-class debate. Through this process, they should develop and appreciation for the linkages between issues and the value trade-offs involved in reaching a consensus.

Procedure

Over the course of 2 to 3 class periods, have the students:

1. Read Handout 1
2. Assume one of the following roles in a U.S.-Canadian conference on acid rain:
 - A Canadian business/industry representative
 - A U.S. business/industry representative
 - A Canadian environmentalist
 - A U.S. environmentalist
 - A high-ranking Canadian politician (such as the Prime Minister)
 - A high-ranking U.S. politician (such as the Secretary of State)
3. Research their roles with the following questions in mind:
 - What are the key issues in the acid rain problem?
 - What is my role's connection to the acid rain problem?
 - What interests does my role represent?
 - What sort of solution is my role likely to advocate?
 - Would my role advocate a solution at all?
 - Would any of the other roles share the interests of my role? Might my role form a coalition with another role in the battle to formulate a solution at the conference?

4. Stage a U.S.-Canadian conference on acid rain. The students, in their various roles, should debate the key economic, environmental, and political aspects of the problem and ultimately formulate a U.S.-Canadian strategy for coping with acid rain.

5. Drop the roles and conduct a post-mortem. How do the students personally feel about the acid rain problem and what do they see as the best solution/coping strategy? Did they find that reaching a consensus in the mock acid rain conference was difficult? Why or why not? What are the implications of the acid rain issue for U.S.-Canadian relations in general? What is the significance of this exercise for cooperation among states in general?

Writing Assignment

1. What is a transboundary problem? Can you think of any examples other than acid rain? What are the major challenges or difficulties inherent in transboundary problems? Do these difficulties have significance for broader international problems such as peace and war?

2. Do the costs of controlling acid rain outweigh the benefits? Give reasons for your answer. Are the United States and Canada equally responsible for the effects of acid rain? If not, how should the costs of remedying these effects be divided?

3. How should supervision of any U.S.-Canadian agreements on acid rain be handled such that mutual compliance is ensured? Would such "checking-up" procedures violate the sovereignty or independence of either country?

Handout 1

What is Acid Rain?

--"Acid rain" is a popular term for the return to the earth in rain, snow, fog, or dust of sulphur dioxide and nitrogen oxides which have been released into the air.

--Sulphur dioxide is produced by coal-fired power generating stations and non-ferrous ore smelters.

--Nitrogen oxides are produced by vehicles and fuel combustion.

--In North America, most acid rain is produced in the American Midwestern states, and in the Canadian provinces of Ontario and Quebec.

--Acid rain has become a serious environmental problem in both Canada and the United States.

A Transboundary Problem and Transboundary Solution

--Canadian scientists who have analyzed the movement of sulphur dioxide have determined that in the late 1980s, 3.2 million metric tons of sulphur dioxide flow from the United States to Canada each year. This amount is expected to increase over the next several years.

--On average, 50% of the acid rain which falls on Canada comes from the United States.

--On average, 15% of the acid rain which falls on the northeastern United States comes from Canada.

--Canada and the United States have a long history of mutually beneficial cooperation to protect their common environment. For instance, in 1909 both countries signed the Boundary Waters Treaty, which established a mechanism for the joint management of shared boundary waters. Similarly, the Great Lakes Water Quality Agreement of 1972 established a framework for dealing with pollution in the Great Lakes. In addition, both countries have signed a number of international agreements dealing with transboundary pollution.

--In 1985, Canada launched a comprehensive emissions control program designed to reduce Canada's contribution to the acid rain problem in Canada as well as its export of pollution to the United States. The government of Canada and the governments of 7 provinces have agreed to reduce sulphur dioxide emissions by 50% (of the 1980 levels) by 1994.

--There is as yet no American program designed to reduce emis-

sions to the level needed to stop damage in Canada caused by acid rain coming from the United States.

--Canada has called for a North American solution to the acid rain problem. It has proposed an accord between Canada and the United States that could acknowledge the transboundary nature of the problem and establish the obligations and commitments of each side to the other.

What Are the Ill Effects of Acid Rain?

--Acid rain is costly in economic, environmental, and human terms.

--In eastern Canada, some 14,000 lakes are acidified.

--In the United States, some 1,100 lakes are acidified.

--Thousands of other lakes in both countries have acid rain levels high enough to harm fish and other aquatic life.

--Acid rain has been linked to human respiratory problems.

--Acid rain kills fish and trees, and thus it harms not only the environment, but also such important industries as the forestry, fisheries, agricultural, and tourist industries.

--Acid rain causes the materials in buildings and monuments to corrode, thus damaging important historical and architectural landmarks.

What Are the Costs of Reducing Acid Rain?

--Eliminating acid rain will be costly: in Canada, it is expected to cost \$410 million annually.* It has been estimated that a similar program in the United States would cost between \$2.5 and \$4 billion annually.

--The economic benefits of reducing acid rain are difficult to assess. However, some experts have argued that the benefits could reach \$8.2 million annually, and between \$5.5 and \$8.2 billion in the United States.

*all figures in U.S. dollars

acid.can

Books and Resources

BOOKS FOR CHILDREN ABOUT CANADA

- "A Prairie Boy's Winter" by William Kurelek
New York: Houghton, Mifflin, 1973.
(note: The companion volume is "A Prairie Boy's Summer.")
- "All About Niagara Falls" by Linda Granfield
Toronto: Kids Can Press Ltd., 1988.
- "Canada" by Louis Sabin
New Jersey: Troll Associates, 1985.
- "Canada-Good Neighbor to the World" by Adam Bryant
Minneapolis: Dillon Press, Inc., 1987.
- "Canada's Kids" by Sabra Holbrook
New York: Atheneum, 1983.
- "The Canadian Story" by May McNeer and Lynd Ward
Toronto: Farrar, Straus, and Cudahy, Inc., 1958.
- "Cartier Discovers the St. Lawrence" by William Toye
New York: Henry Z. Walck, Inc., 1970.
- "Countries of the World: Canada" by Jack Brickenden
New York: The Bookwright Press, 1989.
- "Enchantment of the World: Canada" by Jenifer Shepherd
Chicago: Children's Press, 1987.
- "The Eskimo: the Inuit and Yupik People" by Alice Osinski
Chicago: Children's Press, 1985.
- "The French-Canadians" by Nancy Wartik
New York: Chelsea House Publishing, 1989.
- "Grandmother Came From Dworitz" by Ethel Vineberg
Quebec: Tundra Books, 1969.
(note: Tundra Books has a series dealing with the multicultural origins of Canadians.)
- "Hatchet" by Gary Paulsen
New York: Puffin Books, 1987.
(note: This is a fictional piece dealing with a young boy's survival in the Canadian wilderness.)
- "Library of Nations: Canada" by eds. Time-Life Books
Amsterdam, 1987.
- "O Canada" by Isabel Barclay
New York: Doubleday and Co., 1964.

- "The St. Lawrence" by Honor Leigh Winks
East Sussex: Wayland Publishers Lmt., 1980.
- "We Live in Canada" by Jack Brickenden
New York: The Bookwright Press, 1985.
- "The Wind Has Wings - Poems from Canada" compiled by
Mary Alice Downie and Barbara Robertson

* * * Folktales from Canada * * *

- "The Enchanted Caribou" by Elizabeth Cleaver
New York: Atheneum, 1985.
(note: a picture book)
- "The Seal Oil Lamp" by Dale DeArmond
San Francisco: Yolla Bolly Press Book, 1988.
- "Tikta'liktak: An Eskimo Legend" by James Houston
New York: Harcourt, Brace, Jovanovitch, 1965.

"Best-Loved Folktales of the World" selected by Joanna Cole
New York: Anchor Press Doubleday, 1982.

(note: Includes the following selections from Canada >

- "The Talking Cat" - French Canada
- "The Indian Cinderella" - Canadian Indian
- "The Sedna Legend" - Eskimo (Inuit)

"Favorite Folktales from Around the World" ed. by Jane Yolen
New York: Pantheon Books, 1986.

(note: Includes the following selections from Canada >

- "Sedna" - Eskimo (Inuit)
- "The Flying Head" - Iroquois

"Legends of Earth, Air, Fire, and Water" by E. and Tessa Hadley
Cambridge: Cambridge University Press, 1985.

(note: Includes "Naming the Winds" - Iroquois)

** " Canadian Books for Children: A Guide to Authors
and Illustrations " by Jon C. Stott and R.E. Jones
Toronto: Harcourt, Brace, Jovanovich, Inc., 1988.

-compiled by Corinne Carlson for
the Center for Public Ed. in Int'l
Affairs, Univ. of S. California

Selected Activity and Reference Books on Canada

Elementary Level

Let's Explore Canada by Trudy Mauti. Thornhill, Ontario: Apple Press Publishing, 1985, 49 pages.

A collection of maps, charts, and pictures examining geography, resources, traditions, and culture of Canada.

Discover Canada by Bill MacDonald. Thornhill, Ontario: Apple Press Publishing, 1984, 48 pages.

A collection of maps and puzzles focusing on geology, wildlife, settlement patterns, and culture of Canada.

Explore Canada Through Maps by George Williams. Thornhill, Ontario: Apple Press Publishing, 1985, 68 pages.

A collection of maps and activities designed to enhance the student's understanding of Canada's geography as well as basic map and navigational skills.

The Year of the Maple Leaf: A Mini-Text on Canada for North Carolina Elementary Schools by Marion Salinger. Durham, North Carolina: Center for Canadian Studies, Duke University, 1978, 177 pages.

Examines Canadian geography, history, typical occupations, and lifestyle. Each unit contains suggested activities.

Secondary Level

Study Canada: Overview (2nd Edition) by Robert Monahan, Donald Alper, and Donald Wilson. Bellingham, Washington: Center for Canadian and Canadian-American Studies, Western Washington University, 1983, 60 pages.

A collection of substantive units and accompanying activities on Canadian history, geography, politics, arts, and sports.

Portrait of Canada: A Mini-Text on Canada for North Carolina Secondary Schools. Durham, North Carolina, Center for Canadian Studies, Duke University, nd.

Examines Canadian history, government, multiculturalism, and contemporary issues.

Canada in the World: Choosing A Role by Allan Campbell and Derald Fretts. Edmonton, Alberta: Weigl Publishing, 1985.

An overview of how foreign policy is determined in Canada and an examination of the country's record in such fields as foreign aid, peace-keeping, and East-West relations.

Reference Texts on Canada for the Teacher

Canada in the Classroom: Content and Strategies for the Social Studies edited by William Joyce. Washington, D.C.: National Council for the Social Studies, 1985.

Six substantive units and some suggested classroom activities covering Canadian history, geography, literature, language politics, and the use of the computer to study Canadian affairs.

The Penguin History of Canada by Kenneth McNaught. Markham, Ontario: Penguin Books Canada, 1988.

A general text on Canadian history from the founding of New France to the rise of Brian Mulroney.

Politics in Canada: Culture, Institutions, Behavior, and Public Policy by Robert Jackson, Doreen Jackson, and Nick Baxter-Moore. Scarborough, Ontario: Prentice-Hall Canada, 1986.

A general textbook on Canadian political traditions, government institutions, and contemporary political issues.

How Canadians Govern Themselves by Eugene Forsey. Ottawa: Supply and Services Canada, 1980.

An overview of the nature of parliamentary government, federalism, and the role of the monarchy in Canada.

Canadian Politics 90/91. edited by Gregory Mahler and Roman March. Guildford, Connecticut: Duskhin Publishing, 1990.

A collection of 71 newspaper and magazine articles on Canadian constitutional issues, regionalism, parties & elections, French Canada, and foreign affairs. Will be updated annually.

A Passion for Identity: An Introduction to Canadian Studies edited by Eli Mandel and David Taras. Scarborough, Ontario: Nelson, 1988.

A collection of readings on Canadian history, society and culture designed for undergraduate university courses on Canadian Studies.

Teaching Canada: A Newsletter for Teachers. Plattsburg, New York: Center for the Study of Canada, State University of New York, Plattsburg.

A free newsletter for teachers outlining current issues, programs, and conferences in the field of Canadian Studies in the United States.

INFORMATION ORGANIZATION LIST

The following list contains the addresses and phone numbers of associations and organizations in both Canada and the United States which are concerned with Canadian studies. These organizations provide information on publications, workshops, films, and other materials of interest to educators and students.

U.S. Universities With Canadian Studies Programs

Canadian Studies Center
Duke University
2016 Campus Drive
Durham, North Carolina 27706
(919) 684-4260

This center offers a variety of teachers guides and supplemental materials on Canadian affairs. Most of these materials can be obtained at little or no cost. Also offered are in-service workshops in the U.S. and Canada for elementary and secondary teachers.

Canadian-American Center
Canada House
154 College Avenue
University of Maine
Orono, Maine 04469
(207) 581-4220

This center sponsors the Atlantic Canada Teachers' Institute, annual summer workshops and travel in Atlantic Canada.

Center for the Study of Canada
SUNY Plattsburgh
133 Court Street
Plattsburgh, New York 12901
(518) 564-2086

This organization publishes triannually a newsletter entitled Teaching Canada, which provides information on teaching packages, workshops for teachers, and Canadian current events.

Canadian Film Distribution Center
Feinberg Library 126
SUNY Plattsburgh
Plattsburgh, New York 12901
(518) 564-2396

This organization offers (for sale and loan) more than 700 Canadian films and videos.

Center of Canadian Studies
School of Advanced International Studies (SAIS)
Johns Hopkins University
1740 Massachusetts Avenue, NW
Washington, D.C. 20036

Brigham Young University
Canadian Studies Program
Provo, Utah 84602
(801) 378-3010

Canadian Studies Center
Michigan State University
East Lansing, Michigan 48824
(517) 353-9349

This center offers annual workshops in social studies and French Canada. It also maintains a Canadian studies resource center.

Florida-Canada Institute
University of Central Florida
Orlando, Florida 32816
(407) 275-2079

This center offers annual summer workshops for elementary and secondary teachers.

Canadian Studies Program
University of Vermont
Old Mill Building
Burlington, Vermont 05405
(802) 656-3062

This program offers both introductory and advanced teachers' workshops on a variety of topics each summer.

Canadian and Canadian-American Studies
Western Washington University
Bellingham, Washington 98225
(206) 676-3284

This center offers workshops and seminars throughout the year.

Canadian Studies
California State University-Northridge
18111 Nordhoff Street
Northridge, California 91330
(213) 885-3566

Vice-President for Academic Affairs and Provost
California State University-Chico
Chico, California 95929
(916) 895-6101

Chico State provides communications networking with Canadian Universities as well as elementary workshops for California teachers.

Canadian Studies Program
St. Lawrence University
Canton, New York 13617
(315) 379-5826

This program offers an annual summer workshop in Canadian studies.

Associations Concerned With Canadian Studies

International Council for Canadian Studies (ICCS)
2 Daly Avenue
Ottawa, Ontario
K1N 6E2
Canada
(613) 232-0417

This is a non-profit organization devoted to the advancement of Canadian studies. It publishes a biannual newsletter entitled ICCS CONTACT. It also publishes International Journal of Canadian Studies / Revue internationale d'etudes canadiennes, a new international and multidisciplinary journal devoted to the study of Canada. The first issue appears October, 1990.

The Association for Canadian Studies in the United States (ACSUS)
One Dupont Circle
Suite 620
Washington, D.C. 20036
(202) 887-6375

Established in 1971, this organization aims to promote the study of Canada in the United States. It encourages research, teaching, and publication on all educational levels and in all disciplines. In addition, it publishes The American Review of Canadian Studies.

Canadian Embassy and Consulates in the United States

Canadian Embassy
501 Pennsylvania Avenue, NW
Washington, D.C. 20001
(202) 785-1400

Consulate General of Canada
Suite 400, South Tower
One CNN Center
Atlanta, Georgia 30303
(404) 577-6810

Consulate General of Canada
3 Copley Place
Suite 400
Boston, Massachusetts 02116
(617) 262-3760

Canadian Consulate
Suite 3550
1 Marine Midland Centre
Buffalo, New York 14203
(716) 852-1247

Consulate General of Canada
300 South Grand Avenue
Los Angeles, California 90071
(213) 687-7432

Canadian Consulate
Illuminating Building
55 Public Square
Cleveland, Ohio 44113
(216) 771-0150

Consulate General of Canada
Suite 1200
310 South Michigan Avenue
Chicago, Illinois 60604
(312) 427-1031

Consulate General of Canada
St. Paul Place, Suite 1700
750 North St. Paul
Dallas, Texas 75201
(214) 922-9806

Consulate Genral of Canada
Suite 1100
600 Renaissance Center
Detroit, Michigan 48243
(313) 567-2340

Consulate General of Canada
701 4th Avenue South
Suite 900
Minneapolis, Minnesota 55415
(612) 333-4641

Consulate General of Canada
1251 Avenue of the Americas
New York, New York 10020
(212) 586-2400

Consulate General of Canada
50 Fremont Street
Suite 2100
San Francisco, California 94105
(415) 981-2670

Consulate General of Canada
412 Plaza 600
Sixth and Stewart Streets
Seattle, Washington 98101
(206) 443-1777

Canadian Provincial Government Offices in California

Government of Alberta
333 South Grand Avenue
Los Angeles, California 90071
(213) 625-1256

British Columbia Ministry of Tourism
3400 Wilshire Boulevard
Ambassador Hotel, Arcade Level, Room 34
Los Angeles, California 90010
(213) 380-9171

British Columbia Ministry of Tourism
100 Bush Street
Suite 400
San Francisco, California 94104
(415) 981-4780

Government of Ontario
Trade, Investment, and Tourism Advisers
700 South Flower Street
Los Angeles, California 90017
(213) 622-4302

Government of Ontario
Trade, Investment, and Tourism Advisers
1 Embarcadero Center
San Francisco, California 94111
(415) 989-0850

Delegation of Quebec
700 South Flower Street
Suite 1520
Los Angeles, California 90017
(213) 689-4861

Canadian Studies Programs in Canada

Association for Canadian Studies/Association des etudes canadiennes
544 King Edward
Ottawa, Ontario
K1N 6N5
Canada
(613) 564-3905

This association seeks to expand and disseminate knowledge about Canada through teaching, research, and publishing. It is also a founding member of the International Council for Canadian Studies.

University of Alberta
Canadian Studies Program
306 Arts Building
Edmonton, Alberta
T6G 2E5
Canada
(403) 432-3111

University of Calgary
Canadian Studies Program
2500 University Drive NW
Calgary, Alberta

T2N 1N4
Canada
(403) 220-5110

University of British Columbia
Public Issues in Canada Project
2125 Main Mall
Vancouver, British Columbia
V6T 1Z5
Canada
(604) 228-2211

University of Manitoba
Canadian Studies Program
Winnipeg, Manitoba
R3T 2N2
Canada
(204) 474-8880

Mount Allison University
Canadian Studies Program
Sackville, New Brunswick
E0A 3C0
Canada
(506) 364-2040

Dalhousie University
Canadian Studies Program
Halifax, Nova Scotia
B3H 3J5
Canada
(902) 424-2211

University of Toronto
Canadian Studies Program at University College
Toronto, Ontario
M5S 1A1
Canada
(416) 978-2011

Carleton University
Institute of Canadian Studies
Ottawa, Ontario
K1S 5B6
Canada
(613) 564-4321

McGill University
Canadian Studies Program
845 rue Sherbrooke Ouest
Montreal, Quebec
H3A 2T5
Canada
(514) 392-4311

Universite Laval
Centre d'etudes en enseignement du Canada/Center for the Study of
Teaching Canada
Cite Universitaire
Ste. Foy
Quebec, Quebec
G1K 7P4
Canada
(418) 656-2131

Glossary of Terms

Bank of Canada: The central bank of Canada; responsible for Canadian monetary policy, regulating the quantity of money in circulation, and protecting the external value of the currency.

Bilingualism and biculturalism: Terms which reflect the dual ethnic and linguistic identity of Canada, as well as the federal government's efforts to promote the French-English character of Canada across the country.

British North America Act (1867): The act of the British Parliament which created Canada. It represents the major written element of the Canadian constitution.

Cabinet: The political executive which formulates government priorities and policies. It is composed of the prime minister and several other ministers, all of whom must occupy seats in Parliament. The cabinet must have the support of the House of Commons to stay in power.

Canadian Broadcasting Corporation/Radio Canada: The federal crown corporation which provides national radio and television service in both English and French.

Canadian Radio-television and Telecommunications Commission (CRTC): The federal agency charged with regulating broadcasting in Canada. Since 1970, the Commission has enforced controversial Canadian content requirements. That is, a certain portion of programming must be Canadian in origin. These requirements were established in order to safeguard Canadian broadcasting from intense American competition.

Commonwealth: An association of independent states which originally formed the British Empire.

Confederation: The act of creating Canada as a federal union with a constitution similar to that of Britain. In 1867, only four provinces joined to form Canada (Ontario, Quebec, New Brunswick, and Nova Scotia). Between 1870 and 1949, the remaining six provinces entered confederation.

Crown corporation: A business organization which resembles a private enterprise, but which is created by a federal or provincial legislature. Crown corporations are thus publicly owned and can be financial, commercial or industrial in nature. They usually supply goods or services to the public.

Department of External Affairs: The administrative unit responsible for supervising Canada's relations with other countries and international organizations, for gathering and evaluating information relating to international affairs, for negotiating treaties and agreements, and for protecting Canada's interests abroad. The Department is headed by the Secretary of State for

• External Affairs, who is a cabinet minister.

Distribution of powers: In Canada, power is divided between the federal and provincial government.

Dominion of Canada: A now seldom-used term which refers to the country as a whole. Canada's dominion status refers to the relative autonomy it possesses with respect to the British government. The term is now considered to have pejorative overtones.

Federal-provincial conferences: Now often called the Conference of First Ministers, these conferences involve meetings of the prime minister and the provincial premiers or their representatives. These conferences deal with constitutional, fiscal, economic, and other matters of joint concern.

Federalism: A political system in which legislative power is divided between a central legislature and a level of state or provincial legislatures. In Canada, there has been much tension between the federal and provincial levels over cultural and resource matters, to name a few.

Francophonie: The community of French-speaking countries of which Canada is a member.

Governor General: As the British sovereign's representative in Canada, the Governor General exercises the functions of the Crown in Canada. Since the 1970s, the Governor General has engaged in activity suggesting more the role of a head of state than a representative of a non-resident head of state.

House of Commons: The elected lower house of the Canadian Parliament. The members of the House belong either to the Government or the Opposition parties' alternate government, or are backbench supporters of one of the parties.

Liberal Party: One of the three main federal political parties in Canada.

Medicare: A popular term for Canada's universal public medical insurance program.

Member of Parliament (MP): The members of the House of Commons elected in single-member constituencies.

Multiculturalism: A federal policy designed to promote the cultural mosaic of Canadian society, that is, the presence of several ethnic groups in Canada.

National Film Board (NFB): The federal agency established to produce and distribute films in the national interest, especially films "designed to interpret Canada to Canadians and to other nations."

New Democratic Party (NDP): One of the three main federal political parties in Canada; it is social democratic in political orientation.

North Atlantic Treaty Organization (NATO): A military alliance between Canada, the United States, and 13 European countries. NATO was originally intended to provide defense against the Soviet Union and its allies.

Parliament of Canada: The federal legislature, composed of the House of Commons and the Senate. It combines both executive and legislative functions and is thus considered supreme.

Parti Quebecois: A French national party in the province of Quebec whose objective has been to achieve a form of sovereign or independent status for Quebec.

"Peace, Order, and Good Government": The phrase in the preamble in Section 91 of the British North America Act stating the scope of the Canadian Parliament's legislative jurisdiction.

Premier: The head of a provincial government.

Prime Minister: The head of the federal government.

Progressive Conservative Party: One of the three main federal political parties in Canada.

Quiet Revolution: A term which refers to events in Quebec in the 1960s, when the provincial strategy for the survival of French society changed from a traditional, conservative, defensive nationalism to a modern, aggressive nationalism.

Regional disparity: The discrepancy between levels of prosperity in different parts of the country. In Canada, regional disparity has been the source of much political tension.

Royal Canadian Mounted Police (RCMP): The federal law-enforcement agency which enforces criminal and provincial law in all provinces except Ontario and Quebec, and in the Yukon and Northwest Territories.